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Frisbee Golf and GPS

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Lake Park High School, Harris-Lake Park School District

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Frisbee Golf and GPS

Lane Gunderson – Harris-Lake Park High School, Harris-Lake Park School District

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Using the GPS in P.E.	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Connects Geography to P.E. by using the GPS while playing the Frisbee golf course. • Connects Geography to P.E. and math by having the students do calculations from the data they gather on the GPS • 		
Time Frame (Req.): One class period.	Goal (Req.): To use geography and math skills in P.E.	
	Objective (Req.): To have the students integrate geography skills and concepts into a P.E. activity.	
Materials Needed (Req.): <ul style="list-style-type: none"> • GPS • Frisbees and Frisbee golf course • Pen or pencil and paper to figure out statistics. • • • • 		New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • •
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Write down the following as a bellringer : How long does it take to play a round of Frisbee golf? How far do you walk while playing? How much does the distance vary from round to round?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Students will be shown the correct way to throw a Frisbee. 2. Students will practice throwing with a partner. 3. Students will be instructed on how to use the GPS system to track their route during a round of Frisbee golf. 4. Once finished students will use the GPS system to track and chart how far they traveled, how long the round took, what their average speed was. They will also chart how much time was spent moving and stopped. 5. We will have students record their results and use them to compare and figure out what the average totals are for time and distance of a round. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 		

16. 17. 18. 19. 20.	
Formative Evaluation (Req.): The students will be monitored to make sure they understand how to use the GPS and are staying on task and engaged.	Assessment (Req.): The chart they create after their round will be used to assess what they did.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • How to use mental maps to organize information about people, places, and environments in a spatial context • How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective • How human actions modify the physical environment • • • • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Region • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •

21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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